

FOR CONSIDERATION By the Committee on Education Pre-K -12

581-00791A-24

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1 A bill to be entitled
2 An act relating to deregulation of public
3 schools/instructional, administrative, and support
4 personnel; amending s. 1002.451, F.S.; requiring
5 innovation schools of technology to comply with
6 specified provisions of law relating to instructional
7 multiyear contracts for instructional personnel in
8 addition to annual contracts; amending s. 1002.55,
9 F.S.; requiring newly hired prekindergarten
10 instructors to complete specified training within a
11 specified timeframe; deleting obsolete language;
12 amending s. 1004.88, F.S.; authorizing the Florida
13 Institute for Charter School Innovation to develop a
14 professional learning system; amending s. 1011.6202,
15 F.S.; requiring schools participating in the Principal
16 Autonomy Program Initiative to comply with specified
17 provisions of law relating to instructional multiyear
18 contracts for instructional personnel in addition to
19 annual contracts; amending s. 1012.05, F.S.;

20 authorizing, rather than requiring, district school
21 boards to base certain policies on guidelines from the
22 Department of Education; revising the frequency with
23 which school districts must submit certain information
24 to the department; amending s. 1012.07, F.S.;

25 requiring the State Board of Education to develop
26 written strategies to address critical teacher
27 shortages; making a technical change; amending s.
28 1012.22, F.S.; deleting a prohibition on district
29 school boards using advanced degrees to set salary

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30 schedules for instructional personnel and school
31 administrators hired after a specified date; deleting
32 requirements relating to annual salary adjustments;
33 providing that collective bargaining may not preclude
34 a district school board from carrying out specified
35 duties; providing that if a superintendent appears
36 before the State Board of Education for a specified
37 purpose, the president of the school district
38 bargaining unit also must appear; making technical
39 changes; amending s. 1012.2315, F.S.; providing that
40 provisions of law relating to the assignment of
41 teachers apply to inexperienced teachers instead of
42 temporarily certified teachers; defining the term
43 "inexperienced teacher"; providing that a school
44 district may still provide specified incentives to
45 teachers despite collective bargaining provisions;
46 making technical changes; amending s. 1012.335, F.S.;
47 defining the term "instructional multiyear contract";
48 providing requirements for the award of an
49 instructional multiyear contract; requiring that an
50 employee awarded an instructional multiyear contract
51 be returned to an annual contract under certain
52 conditions; making conforming and technical changes;
53 amending s. 1012.34, F.S.; requiring that procedures
54 and requirements established by the district school
55 superintendent for performance evaluations be approved
56 by the district school board; requiring the district
57 school superintendent to submit evaluation systems to
58 the department under certain circumstances; deleting a

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59 requirement for the department to approve and monitor
60 each school district's evaluation systems; revising
61 the portion of a performance evaluation that is based
62 on student performance; deleting requirements for
63 performance evaluations; providing that student
64 performance may not be the sole determinant for
65 incentive pay for instructional personnel or school
66 administrators; amending s. 1012.39, F.S.; revising an
67 occupational experience qualification requirement for
68 nondegreed teachers of career programs; deleting a
69 training requirement for full-time nondegreed teachers
70 of career programs; amending s. 1012.42, F.S.;
71 providing that a teacher is considered in-field under
72 certain circumstances; defining the term "self-
73 contained classroom"; amending s. 1012.45, F.S.;
74 revising requirements for school bus drivers;
75 authorizing district school boards to adopt additional
76 requirements for school bus drivers; requiring school
77 bus drivers and school bus attendants to complete
78 training in cardiopulmonary resuscitation and first
79 aid; requiring school districts to maintain
80 documentation of such training; requiring district
81 school boards to provide training to school bus
82 drivers and school bus attendants relating to students
83 with disabilities; deleting a requirement for the
84 State Board of Education to adopt rules relating to
85 school bus drivers; amending s. 1012.555, F.S.;
86 revising requirements for individuals to participate
87 in the Teacher Apprenticeship Program; amending s.

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1012.56, F.S.; adding an additional method for an individual seeking an educator certification to demonstrate a mastery of general knowledge; authorizing school districts and consortia of school districts to issue temporary certificates under certain conditions; conforming a cross-reference; amending s. 1012.57, F.S.; deleting a provision relating to adjunct teaching certificates; amending s. 1012.575, F.S.; providing that certain provisions relating to alternative teacher preparation programs also apply to the Florida Institute for Charter School Innovation; amending s. 1012.585, F.S.; revising the validity period for professional certificates; providing eligibility requirements for 5-year and 10-year professional certificates; revising requirements for the renewal of professional certificates; authorizing certain private school teachers to extend the expiration date of a professional certificate; repealing s. 1012.72, F.S., relating to the Dale Hickam Excellent Teaching Program; amending s. 1012.98, F.S.; conforming a cross-reference; providing that provisions relating to the development of a professional learning system apply to the Florida Institute for Charter School Innovation; making technical changes; amending ss. 1004.04, 1004.85, and 1012.586, F.S.; conforming cross-references; providing an effective date.

Be It Enacted by the Legislature of the State of Florida:

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118 Section 1. Paragraph (a) of subsection (5) of section
119 1002.451, Florida Statutes, is amended to read:

120 1002.451 District innovation school of technology program.—

121 (5) EXEMPTION FROM STATUTES.—

122 (a) An innovation school of technology is exempt from
123 chapters 1000-1013. However, an innovation school of technology
124 shall comply with the following provisions of those chapters:

125 1. Laws pertaining to the following:

126 a. Schools of technology, including this section.

127 b. Student assessment program and school grading system.

128 c. Services to students who have disabilities.

129 d. Civil rights, including s. 1000.05, relating to
130 discrimination.

131 e. Student health, safety, and welfare.

132 2. Laws governing the election and compensation of district
133 school board members and election or appointment and
134 compensation of district school superintendents.

135 3. Section 1003.03, governing maximum class size, except
136 that the calculation for compliance pursuant to s. 1003.03 is
137 the average at the school level.

138 4. Sections 1012.22(1)(c) and 1012.27(2), relating to
139 compensation and salary schedules.

140 5. Section 1012.33(5), relating to workforce reductions,
141 for annual contracts for instructional personnel. This
142 subparagraph does not apply to at-will employees.

143 6. Section 1012.335, relating to contracts with
144 instructional personnel hired on or after July 1, 2011, for
145 annual or instructional multiyear contracts for instructional

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146 personnel. This subparagraph does not apply to at-will
147 employees.

148 7. Section 1012.34, relating to requirements for
149 performance evaluations of instructional personnel and school
150 administrators.

151 Section 2. Paragraph (c) of subsection (3) of section
152 1002.55, Florida Statutes, is amended to read:

153 1002.55 School-year prekindergarten program delivered by
154 private prekindergarten providers.—

155 (3) To be eligible to deliver the prekindergarten program,
156 a private prekindergarten provider must meet each of the
157 following requirements:

158 (c) The private prekindergarten provider must have, for
159 each prekindergarten class of 11 children or fewer, at least one
160 prekindergarten instructor who meets each of the following
161 requirements:

162 1. The prekindergarten instructor must hold, at a minimum,
163 one of the following credentials:

164 a. A child development associate credential issued by the
165 National Credentialing Program of the Council for Professional
166 Recognition; or

167 b. A credential approved by the Department of Children and
168 Families as being equivalent to or greater than the credential
169 described in sub-subparagraph a.

170

171 The Department of Children and Families may adopt rules under
172 ss. 120.536(1) and 120.54 which provide criteria and procedures
173 for approving equivalent credentials under sub-subparagraph b.

174 2. The prekindergarten instructor must successfully

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175 complete three emergent literacy training courses that include
176 developmentally appropriate and experiential learning practices
177 for children and a student performance standards training course
178 approved by the department as meeting or exceeding the minimum
179 standards adopted under s. 1002.59. A newly hired
180 prekindergarten instructor must complete the three emergent
181 literacy training courses within 30 calendar days after being
182 hired if the instructor has not previously completed the
183 courses. The prekindergarten instructor must complete an
184 emergent literacy training course at least once every 5 years
185 after initially completing the three emergent literacy training
186 courses. The courses in this subparagraph must be recognized as
187 part of the informal early learning and career pathway
188 identified by the department under s. 1002.995(1)(b). ~~The~~
189 ~~requirement for completion of the standards training course~~
190 ~~shall take effect July 1, 2022.~~ The courses must be made
191 available online or in person.

192 Section 3. Present subsections (3) and (4) of section
193 1004.88, Florida Statutes, are redesignated as subsections (4)
194 and (5), respectively, and a new subsection (3) is added to that
195 section, to read:

196 1004.88 Florida Institute for Charter School Innovation.—

197 (3) The institute may develop a professional learning
198 system pursuant to s. 1012.98(7).

199 Section 4. Paragraph (b) of subsection (3) of section
200 1011.6202, Florida Statutes, is amended to read:

201 1011.6202 Principal Autonomy Program Initiative.—The
202 Principal Autonomy Program Initiative is created within the
203 Department of Education. The purpose of the program is to

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204 provide a highly effective principal of a participating school
205 with increased autonomy and authority to operate his or her
206 school, as well as other schools, in a way that produces
207 significant improvements in student achievement and school
208 management while complying with constitutional requirements. The
209 State Board of Education may, upon approval of a principal
210 autonomy proposal, enter into a performance contract with the
211 district school board for participation in the program.

212 (3) EXEMPTION FROM LAWS.—

213 (b) A participating school or a school operated by a
214 principal pursuant to subsection (5) shall comply with the
215 provisions of chapters 1000-1013, and rules of the state board
216 that implement those provisions, pertaining to the following:

217 1. Those laws relating to the election and compensation of
218 district school board members, the election or appointment and
219 compensation of district school superintendents, public meetings
220 and public records requirements, financial disclosure, and
221 conflicts of interest.

222 2. Those laws relating to the student assessment program
223 and school grading system, including chapter 1008.

224 3. Those laws relating to the provision of services to
225 students with disabilities.

226 4. Those laws relating to civil rights, including s.
227 1000.05, relating to discrimination.

228 5. Those laws relating to student health, safety, and
229 welfare.

230 6. Section 1001.42(4)(f), relating to the uniform opening
231 date for public schools.

232 7. Section 1003.03, governing maximum class size, except

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233 that the calculation for compliance pursuant to s. 1003.03 is
234 the average at the school level for a participating school.

235 8. Sections 1012.22(1)(c) and 1012.27(2), relating to
236 compensation and salary schedules.

237 9. Section 1012.33(5), relating to workforce reductions for
238 annual contracts for instructional personnel. This subparagraph
239 does not apply to at-will employees.

240 10. Section 1012.335, relating to annual or instructional
241 multiyear contracts for instructional personnel hired on or
242 after July 1, 2011. This subparagraph does not apply to at-will
243 employees.

244 11. Section 1012.34, relating to personnel evaluation
245 procedures and criteria.

246 12. Those laws pertaining to educational facilities,
247 including chapter 1013, except that s. 1013.20, relating to
248 covered walkways for relocatables, and s. 1013.21, relating to
249 the use of relocatable facilities exceeding 20 years of age, are
250 eligible for exemption.

251 13. Those laws pertaining to participating school
252 districts, including this section and ss. 1011.69(2) and
253 1012.28(8).

254 Section 5. Subsection (3) of section 1012.05, Florida
255 Statutes, is amended to read:

256 1012.05 Teacher recruitment and retention.—

257 (3)(a) Each school board shall adopt policies relating to
258 mentors and support for first-time teachers which may include
259 the based upon guidelines issued by the Department of Education.

260 (b) By September 15 ~~and February 15~~ each school year, each
261 school district shall electronically submit accurate public

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262 school e-mail addresses for all instructional and administrative
263 personnel, as identified in s. 1012.01(2) and (3), to the
264 Department of Education.

265 Section 6. Section 1012.07, Florida Statutes, is amended to
266 read:

267 1012.07 Identification of critical teacher shortage areas.—
268 The term "critical teacher shortage area" means high-need
269 content areas and high-priority location areas identified by the
270 State Board of Education. The State Board of Education shall
271 adopt rules pursuant to ss. 120.536(1) and 120.54 necessary to
272 annually identify critical teacher shortage areas. The state
273 board must consider current and emerging educational
274 requirements and workforce demands in determining critical
275 teacher shortage areas. School grade levels may also be
276 designated critical teacher shortage areas. Individual district
277 school boards may identify and submit other critical teacher
278 shortage areas. Such submissions must be aligned to current and
279 emerging educational requirements and workforce demands in order
280 to be approved by the State Board of Education. High-priority
281 location areas must ~~shall~~ be in high-density, low-economic urban
282 schools; low-density, low-economic rural schools; and schools
283 that earned a grade of "F" or three consecutive grades of "D"
284 pursuant to s. 1008.34. The State Board of Education shall
285 develop written strategies to address the critical teacher
286 shortages identified.

287 Section 7. Paragraph (c) of subsection (1) of section
288 1012.22, Florida Statutes, is amended, and subsection (3) is
289 added to that section, to read:

290 1012.22 Public school personnel; powers and duties of the

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291 district school board.—The district school board shall:

292 (1) Designate positions to be filled, prescribe
293 qualifications for those positions, and provide for the
294 appointment, compensation, promotion, suspension, and dismissal
295 of employees as follows, subject to the requirements of this
296 chapter:

297 (c) *Compensation and salary schedules.*—

298 1. Definitions.—As used in this paragraph:

299 a. "Adjustment" means an addition to the base salary
300 schedule that is not a bonus and becomes part of the employee's
301 permanent base salary and shall be considered compensation under
302 s. 121.021(22).

303 b. "Grandfathered salary schedule" means the salary
304 schedule or schedules adopted by a district school board before
305 July 1, 2014, pursuant to subparagraph 3 ~~4~~.

306 c. "Instructional personnel" means instructional personnel
307 as defined in s. 1012.01(2)(a)-(d), excluding substitute
308 teachers.

309 d. "Performance salary schedule" means the salary schedule
310 or schedules adopted by a district school board pursuant to
311 subparagraph 4 ~~5~~.

312 e. "Salary schedule" means the schedule or schedules used
313 to provide the base salary for district school board personnel.

314 f. "School administrator" means a school administrator as
315 defined in s. 1012.01(3)(c).

316 g. "Supplement" means an annual addition to the base salary
317 for the term of the negotiated supplement as long as the
318 employee continues his or her employment for the purpose of the
319 supplement. A supplement does not become part of the employee's

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320 continuing base salary but shall be considered compensation
321 under s. 121.021(22).

322 2. Cost-of-living adjustment.—A district school board may
323 provide a cost-of-living salary adjustment if the adjustment:

324 a. Does not discriminate among comparable classes of
325 employees based upon the salary schedule under which they are
326 compensated.

327 b. Does not exceed 50 percent of the annual adjustment
328 provided to instructional personnel rated as effective.

329 3. ~~Advanced degrees.—A district school board may not use
330 advanced degrees in setting a salary schedule for instructional
331 personnel or school administrators hired on or after July 1,
332 2011, unless the advanced degree is held in the individual's
333 area of certification and is only a salary supplement.~~

334 4. Grandfathered salary schedule.—

335 a. The district school board shall adopt a salary schedule
336 or salary schedules to be used as the basis for paying all
337 school employees hired before July 1, 2014. Instructional
338 personnel on annual contract as of July 1, 2014, shall be placed
339 on the performance salary schedule adopted under subparagraph 4

340 5. Instructional personnel on continuing contract or
341 professional service contract may opt into the performance
342 salary schedule if the employee relinquishes such contract and
343 agrees to be employed on an annual contract under s. 1012.335.
344 Such an employee shall be placed on the performance salary
345 schedule and may not return to continuing contract or
346 professional service contract status. Any employee who opts into
347 the performance salary schedule may not return to the
348 grandfathered salary schedule.

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349 b. In determining the grandfathered salary schedule for
350 instructional personnel, a district school board must base a
351 portion of each employee's compensation upon performance
352 demonstrated under s. 1012.34 and shall provide differentiated
353 pay for both instructional personnel and school administrators
354 based upon district-determined factors, including, but not
355 limited to, additional responsibilities, school demographics,
356 critical shortage areas, and level of job performance
357 difficulties.

358 ~~4.5.~~ Performance salary schedule.—By July 1, 2014, the
359 district school board shall adopt a performance salary schedule
360 that provides annual salary adjustments for instructional
361 personnel and school administrators based upon performance
362 determined under s. 1012.34. Employees hired on or after July 1,
363 2014, or employees who choose to move from the grandfathered
364 salary schedule to the performance salary schedule shall be
365 compensated pursuant to the performance salary schedule once
366 they have received the appropriate performance evaluation for
367 this purpose.

368 a. Base salary.—The base salary shall be established as
369 follows:

370 (I) The base salary for instructional personnel or school
371 administrators who opt into the performance salary schedule
372 shall be the salary paid in the prior year, including
373 adjustments only.

374 (II) Instructional personnel or school administrators new
375 to the district, returning to the district after a break in
376 service without an authorized leave of absence, or appointed for
377 the first time to a position in the district in the capacity of

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378 instructional personnel or school administrator shall be placed
379 on the performance salary schedule.

380 b. Salary adjustments.—Salary adjustments for highly
381 effective or effective performance shall be established as
382 follows:

383 (I) ~~The annual salary adjustment under the performance~~
384 ~~salary schedule for an employee rated as highly effective must~~
385 ~~be at least 25 percent greater than the highest annual salary~~
386 ~~adjustment available to an employee of the same classification~~
387 ~~through any other salary schedule adopted by the district.~~

388 ~~(II)~~ The annual salary adjustment under the performance
389 salary schedule for an employee rated as effective must be equal
390 to at least 50 percent and no more than 75 percent of the annual
391 adjustment provided for a highly effective employee of the same
392 classification.

393 (II) ~~(III)~~ A salary schedule may ~~shall~~ not provide an annual
394 salary adjustment for an employee who receives a rating other
395 than highly effective or effective for the year.

396 c. Salary supplements.—In addition to the salary
397 adjustments, each district school board shall provide for salary
398 supplements for activities that must include, but are not
399 limited to:

400 (I) Assignment to a Title I eligible school.

401 (II) Assignment to a school that earned a grade of "F" or
402 three consecutive grades of "D" pursuant to s. 1008.34 such that
403 the supplement remains in force for at least 1 year following
404 improved performance in that school.

405 (III) Certification and teaching in critical teacher
406 shortage areas. Statewide critical teacher shortage areas shall

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407 be identified by the State Board of Education under s. 1012.07.
408 However, the district school board may identify other areas of
409 critical shortage within the school district for purposes of
410 this sub-sub-subparagraph and may remove areas identified by the
411 state board which do not apply within the school district.

412 (IV) Assignment of additional academic responsibilities.
413

414 If budget constraints in any given year limit a district school
415 board's ability to fully fund all adopted salary schedules, the
416 performance salary schedule may ~~shall~~ not be reduced on the
417 basis of total cost or the value of individual awards in a
418 manner that is proportionally greater than reductions to any
419 other salary schedules adopted by the district. ~~Any compensation~~
420 ~~for longevity of service awarded to instructional personnel who~~
421 ~~are on any other salary schedule must be included in calculating~~
422 ~~the salary adjustments required by sub-subparagraph b.~~

423 (3) (a) Collective bargaining.—Notwithstanding provisions of
424 chapter 447 related to district school board collective
425 bargaining, collective bargaining may not preclude a district
426 school board from carrying out its constitutional and statutory
427 duties related to the following:

428 1. Providing incentives to highly effective teachers.

429 2. Implementing school improvement plans under s. 1008.33
430 to address the causes of low student performance and improve
431 student academic performance and attendance.

432 3. Implementing student discipline provisions required by
433 law, including a review of a student's abilities, past
434 performance, behavior, and needs.

435 4. Implementing school safety plans and requirements.

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436 5. Implementing staff and student recognition programs.

437 6. Distributing correspondence to parents, teachers, and
438 community members related to the daily operation of schools and
439 the district.

440 7. Providing any required notice or copies of information
441 related to the district school board or district operations
442 which is readily available on the school district's website.

443 8. The school district's calendar.

444 9. The award of instructional multiyear contracts under s.
445 1012.335.

446 (b) Appearances before the board.—If a district school
447 superintendent appears before the state board to provide an
448 update under s. 1011.62(14)(e), the state board must require
449 that the president of the school district bargaining unit also
450 must appear.

451 Section 8. Subsections (1) and (2) and paragraph (a) of
452 subsection (4) of section 1012.2315, Florida Statutes, are
453 amended to read:

454 1012.2315 Assignment of teachers.—

455 (1) LEGISLATIVE FINDINGS AND INTENT.—The Legislature finds
456 disparities between teachers assigned to teach in a majority of
457 schools that do not need improvement and schools that do need
458 improvement pursuant to s. 1008.33. The disparities may be found
459 in the assignment of inexperienced ~~temporarily certified~~
460 teachers, teachers in need of improvement, and out-of-field
461 teachers and in the performance of the students. It is the
462 intent of the Legislature that district school boards have
463 flexibility through the collective bargaining process to assign
464 teachers more equitably across the schools in the district.

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465 (2) ASSIGNMENT TO SCHOOLS GRADED "D" OR "F".—

466 (a) A school district may not assign a higher percentage
467 than the school district average of inexperienced ~~temporarily~~
468 ~~certified~~ teachers, teachers in need of improvement, or out-of-
469 field teachers to schools graded "D" or "F" pursuant to s.
470 1008.34. As used in this section, the term "inexperienced
471 teacher" means a teacher who has been teaching for 2 years or
472 less.

473 (b)1. A school district may assign an individual newly
474 hired as instructional personnel to a school that has earned a
475 grade of "F" in the previous year or any combination of three
476 consecutive grades of "D" or "F" in the previous 3 years
477 pursuant to s. 1008.34 if the individual:

478 a. Has received an effective rating or highly effective
479 rating in the immediate prior year's performance evaluation
480 pursuant to s. 1012.34;

481 b. Has successfully completed or is enrolled in a teacher
482 preparation program pursuant to s. 1004.04, s. 1004.85, or s.
483 1012.56, or a teacher preparation program specified in State
484 Board of Education rule, is provided with high quality mentoring
485 during the first 2 years of employment, holds a certificate
486 issued pursuant to s. 1012.56, and holds a probationary contract
487 pursuant to s. 1012.335(2)(a); or

488 c. Holds a probationary contract pursuant to s.
489 1012.335(2)(a), holds a certificate issued pursuant to s.
490 1012.56, and has successful teaching experience, and if, in the
491 judgment of the school principal, students would benefit from
492 the placement of that individual.

493 2. As used in this paragraph, the term "mentoring" includes

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494 the use of student achievement data combined with at least
495 monthly observations to improve the educator's effectiveness in
496 improving student outcomes. Mentoring may be provided by a
497 school district, a teacher preparation program approved pursuant
498 to s. 1004.04, s. 1004.85, or s. 1012.56, or a teacher
499 preparation program specified in State Board of Education rule.

500

501 Each school district shall annually certify to the Commissioner
502 of Education that the requirements in this subsection have been
503 met. If the commissioner determines that a school district is
504 not in compliance with this subsection, the State Board of
505 Education must ~~shall~~ be notified and must ~~shall~~ take action
506 pursuant to s. 1008.32 in the next regularly scheduled meeting
507 to require compliance.

508 (4) COLLECTIVE BARGAINING.—

509 (a) Notwithstanding provisions of chapter 447 relating to
510 district school board collective bargaining, collective
511 bargaining provisions may not preclude a school district from
512 providing incentives to high-quality teachers and assigning such
513 teachers to low-performing schools, including incentives in s.
514 1011.69(4).

515 Section 9. Present paragraphs (b) and (c) of subsection (1)
516 of section 1012.335, Florida Statutes, are redesignated as
517 paragraphs (c) and (d), respectively, a new paragraph (b) is
518 added to that subsection, paragraphs (d) and (e) are added to
519 subsection (2) of that section, and subsections (3) and (4) of
520 that section are amended, to read:

521 1012.335 Contracts with instructional personnel hired on or
522 after July 1, 2011.—

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523 (1) DEFINITIONS.—As used in this section, the term:

524 (b) "Instructional multiyear contract," beginning July 1,
525 2025, means an employment contract for a period not to exceed 3
526 years which the district school board may choose to award upon
527 completion of a probationary contract and at least one annual
528 contract.

529 (2) EMPLOYMENT.—

530 (d) An instructional multiyear contract may be awarded,
531 beginning July 1, 2025, only if the employee:

532 1. Holds an active professional certificate or temporary
533 certificate issued pursuant to s. 1012.56 and rules of the State
534 Board of Education;

535 2. Has been recommended by the district school
536 superintendent for the instructional multiyear contract based
537 upon the individual's evaluation under s. 1012.34 and approved
538 by the district school board; and

539 3. Has not received an annual performance evaluation rating
540 of unsatisfactory or needs improvement under s. 1012.34.

541 (e) An employee awarded an instructional multiyear contract
542 who receives an annual performance evaluation rating of
543 unsatisfactory or needs improvement under s. 1012.34 must be
544 returned to an annual contract in the following school year.
545 Such evaluation rating must be included with the evaluation
546 ratings under subsequent annual contracts for determinations of
547 just cause under s. 1012.33.

548 (3) VIOLATION OF ANNUAL OR INSTRUCTIONAL MULTIYEAR
549 CONTRACT.—Instructional personnel who accept a written offer
550 from the district school board and who leave their positions
551 without prior release from the district school board are subject

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552 to the jurisdiction of the Education Practices Commission.

553 (4) SUSPENSION OR DISMISSAL OF INSTRUCTIONAL PERSONNEL ON
554 ANNUAL OR INSTRUCTIONAL MULTIYEAR CONTRACT.—Any instructional
555 personnel with an annual or instructional multiyear contract may
556 be suspended or dismissed at any time during the term of the
557 contract for just cause as provided in subsection (5). The
558 district school board shall notify the employee in writing
559 whenever charges are made and may suspend such person without
560 pay. However, if the charges are not sustained, the employee
561 must ~~shall~~ be immediately reinstated and his or her back pay
562 must ~~shall~~ be paid. If the employee wishes to contest the
563 charges, he or she must, within 15 days after receipt of the
564 written notice, submit a written request for a hearing to the
565 district school board. A direct hearing must ~~shall~~ be conducted
566 by the district school board or a subcommittee thereof within 60
567 days after receipt of the written appeal. The hearing must ~~shall~~
568 be conducted in accordance with ss. 120.569 and 120.57. A
569 majority vote of the membership of the district school board
570 shall be required to sustain the district school
571 superintendent's recommendation. The district school board's
572 determination is final as to the sufficiency or insufficiency of
573 the grounds for suspension without pay or dismissal. Any such
574 decision adverse to the employee may be appealed by the employee
575 pursuant to s. 120.68.

576 Section 10. Paragraphs (a) and (b) of subsection (1) and
577 paragraph (a) of subsection (3) of section 1012.34, Florida
578 Statutes, are amended, and paragraph (c) is added to subsection
579 (7) of that section, to read:

580 1012.34 Personnel evaluation procedures and criteria.—

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581 (1) EVALUATION SYSTEM APPROVAL AND REPORTING.—

582 (a) For the purpose of increasing student academic
583 performance by improving the quality of instructional,
584 administrative, and supervisory services in the public schools
585 of this ~~the~~ state, the district school superintendent shall
586 establish procedures for evaluating the performance of duties
587 and responsibilities of all instructional, administrative, and
588 supervisory personnel employed by the school district. The
589 procedures and requirements in subsection (3) must be
590 established by the district school superintendent and approved
591 by the district school board, must set the standards of service
592 to be offered to the public within the meaning of s. 447.209,
593 and are not subject to collective bargaining. The district
594 school superintendent shall provide instructional personnel the
595 opportunity to review their class rosters for accuracy and to
596 correct any mistakes. The district school superintendent shall
597 report accurate class rosters for the purpose of calculating
598 district and statewide student performance and annually report
599 the evaluation results of instructional personnel and school
600 administrators to the Department of Education in addition to the
601 information required under subsection (5).

602 (b) The district school superintendent must submit the
603 district instructional personnel and school administrator
604 evaluation systems to the department whenever the evaluation
605 systems in subsection (2) are amended ~~department must approve~~
606 ~~each school district's instructional personnel and school~~
607 ~~administrator evaluation systems. The department shall monitor~~
608 ~~each district's implementation of its instructional personnel~~
609 ~~and school administrator evaluation systems for compliance with~~

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610 ~~the requirements of this section.~~

611 (3) EVALUATION PROCEDURES AND CRITERIA.—Instructional
612 personnel and school administrator performance evaluations must
613 be based upon the performance of students assigned to their
614 classrooms or schools, as provided in this section. Pursuant to
615 this section, a school district's performance evaluation system
616 is not limited to basing unsatisfactory performance of
617 instructional personnel and school administrators solely upon
618 student performance, but may include other criteria to evaluate
619 instructional personnel and school administrators' performance,
620 or any combination of student performance and other criteria.
621 Evaluation procedures and criteria must comply with, but are not
622 limited to, the following:

623 (a) A performance evaluation must be conducted for each
624 employee at least once a year, except that a classroom teacher,
625 as defined in s. 1012.01(2)(a), excluding substitute teachers,
626 who is newly hired by the district school board must be observed
627 and evaluated at least twice in the first year of teaching in
628 the school district. The performance evaluation must be based
629 upon sound educational principles and contemporary research in
630 effective educational practices. The evaluation criteria must
631 include:

632 1. Performance of students.—At least one-half ~~one-third~~ of
633 a performance evaluation must be based upon data and indicators
634 of student performance, as determined by each school district.
635 ~~This portion of the evaluation must include growth or~~
636 ~~achievement data of the teacher's students or, for a school~~
637 ~~administrator, the students attending the school over the course~~
638 ~~of at least 3 years. If less than 3 years of data are available,~~

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639 ~~the years for which data are available must be used. The~~
640 ~~proportion of growth or achievement data may be determined by~~
641 ~~instructional assignment.~~

642 ~~2. Instructional practice. For instructional personnel, at~~
643 ~~least one-third of the performance evaluation must be based upon~~
644 ~~instructional practice. Evaluation criteria used when annually~~
645 ~~observing classroom teachers, as defined in s. 1012.01(2)(a),~~
646 ~~excluding substitute teachers, must include indicators based~~
647 ~~upon each of the Florida Educator Accomplished Practices adopted~~
648 ~~by the State Board of Education. For instructional personnel who~~
649 ~~are not classroom teachers, evaluation criteria must be based~~
650 ~~upon indicators of the Florida Educator Accomplished Practices~~
651 ~~and may include specific job expectations related to student~~
652 ~~support. This section does not preclude a school administrator~~
653 ~~from visiting and observing classroom teachers throughout the~~
654 ~~school year for purposes of providing mentorship, training,~~
655 ~~instructional feedback, or professional learning.~~

656 ~~3. Instructional leadership. For school administrators, at~~
657 ~~least one-third of the performance evaluation must be based on~~
658 ~~instructional leadership. Evaluation criteria for instructional~~
659 ~~leadership must include indicators based upon each of the~~
660 ~~leadership standards adopted by the State Board of Education~~
661 ~~under s. 1012.986, including performance measures related to the~~
662 ~~effectiveness of classroom teachers in the school, the~~
663 ~~administrator's appropriate use of evaluation criteria and~~
664 ~~procedures, recruitment and retention of effective and highly~~
665 ~~effective classroom teachers, improvement in the percentage of~~
666 ~~instructional personnel evaluated at the highly effective or~~
667 ~~effective level, and other leadership practices that result in~~

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668 ~~student learning growth. The system may include a means to give~~
669 ~~parents and instructional personnel an opportunity to provide~~
670 ~~input into the administrator's performance evaluation.~~

671 4. Other indicators of performance.—For instructional
672 personnel and school administrators, the remainder of a
673 performance evaluation may include, but is not limited to,
674 professional and job responsibilities as recommended by the
675 State Board of Education or identified by the district school
676 board and, for instructional personnel, peer reviews,
677 objectively reliable survey information from students and
678 parents based on teaching practices that are consistently
679 associated with higher student achievement, and other valid and
680 reliable measures of instructional practice.

681 (7) MEASUREMENT OF STUDENT PERFORMANCE.—

682 (c) The measurement of student learning growth under
683 paragraph (a) may not be the sole determinant for any incentive
684 pay for instructional personnel or school administrators.

685 Section 11. Paragraph (c) of subsection (1) of section
686 1012.39, Florida Statutes, is amended to read:

687 1012.39 Employment of substitute teachers, teachers of
688 adult education, nondegreed teachers of career education, and
689 career specialists; students performing clinical field
690 experience.—

691 (1) Notwithstanding ss. 1012.32, 1012.55, 1012.56, and
692 1012.57, or any other provision of law or rule to the contrary,
693 each district school board shall establish the minimal
694 qualifications for:

695 (c) Part-time and full-time nondegreed teachers of career
696 programs. Qualifications must be established for nondegreed

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697 teachers of career and technical education courses for program
698 clusters that are recognized in the state and are based
699 primarily on successful occupational experience rather than
700 academic training. The qualifications for such teachers must
701 require:

702 1. The filing of a complete set of fingerprints in the same
703 manner as required by s. 1012.32. Faculty employed solely to
704 conduct postsecondary instruction may be exempted from this
705 requirement.

706 2. Documentation of education and successful occupational
707 experience including documentation of:

708 a. A high school diploma or the equivalent.

709 b. Completion of a minimum level, established by the
710 district school board, 3 years of full-time successful
711 occupational experience or the equivalent of part-time
712 experience in the teaching specialization area. The district
713 school board may establish alternative qualifications for
714 teachers with an industry certification in the career area in
715 which they teach.

716 ~~c. For full-time teachers, completion of professional~~
717 ~~education training in teaching methods, course construction,~~
718 ~~lesson planning and evaluation, and teaching special needs~~
719 ~~students. This training may be completed through coursework from~~
720 ~~an accredited or approved institution or an approved district~~
721 ~~teacher education program, or the local school district~~
722 ~~inservice master plan.~~

723 ~~d.~~ Documentation of industry certification when state or
724 national industry certifications are available and applicable.

725 Section 12. Subsection (1) of section 1012.42, Florida

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726 Statutes, is amended to read:

727 1012.42 Teacher teaching out-of-field.—

728 (1) ASSISTANCE.—

729 (a) Each district school board shall adopt and implement a
730 plan to assist any teacher teaching out-of-field, and priority
731 consideration in professional development activities shall be
732 given to a teacher who is teaching out-of-field. The district
733 school board shall require that the teacher participate in a
734 certification or staff development program designed to provide
735 the teacher with the competencies required for the assigned
736 duties. The board-approved assistance plan must include duties
737 of administrative personnel and other instructional personnel to
738 provide students with instructional services.

739 (b) A teacher who holds an educator certificate in
740 exceptional student education is considered in-field if he or
741 she is teaching in a self-contained classroom. For the purpose
742 of this paragraph, the term "self-contained classroom" means a
743 classroom of exceptional students as defined in s. 1003.01
744 taught by an educator who holds a certificate in exceptional
745 student education and who is responsible for instruction of all
746 academic subjects.

747 Section 13. Subsections (1) and (3) of section 1012.45,
748 Florida Statutes, are amended to read:

749 1012.45 School bus drivers; requirements and duties.—

750 (1) Each school bus driver must be of good moral character,
751 of good vision and hearing, able-bodied, free from communicable
752 disease, mentally alert, and sufficiently strong physically to
753 handle the bus with ease, and must meet ~~he or she must possess~~
754 ~~other qualifications prescribed by the Commissioner of~~

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755 ~~Education, including~~ those qualifications described in 49 C.F.R.
756 s. 391, relating to physical qualifications and examinations,
757 and 49 C.F.R. part 40 and part 382, relating to controlled
758 substance and alcohol use and testing, and he or she must hold a
759 valid commercial driver license with a passenger endorsement.

760 (3) Each district school board shall require that school
761 bus drivers and school bus attendants complete a certified
762 cardiopulmonary resuscitation course and first aid training
763 before being employed as a school bus driver or a school bus
764 attendant. The school district shall maintain documentation of
765 the completion of the cardiopulmonary resuscitation course and
766 first aid training. Each district school board must also provide
767 training to school bus drivers and school bus attendants for
768 students with disabilities under s. 1003.57. Each district
769 school board may adopt additional ~~The State Board of Education~~
770 ~~shall adopt rules outlining~~ requirements that school bus drivers
771 must meet to be ~~before they are~~ employed by district school
772 boards.

773 Section 14. Subsection (2) and paragraph (a) of subsection
774 (3) of section 1012.555, Florida Statutes, are amended to read:
775 1012.555 Teacher Apprenticeship Program.—

776 (2) (a) An individual must meet the following minimum
777 eligibility requirements to participate in the apprenticeship
778 program:

779 1. Be enrolled in or have completed ~~Have received~~ an
780 associate degree program at ~~from~~ an accredited postsecondary
781 institution.

782 2. Have earned a cumulative grade point average of 2.5 ~~3.0~~
783 in that degree program.

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784 3. Have successfully passed a background screening as
785 provided in s. 1012.32.

786 4. Have received a temporary apprenticeship certificate as
787 provided in s. 1012.56(7)(d).

788 (b) As a condition of participating in the program, an
789 apprentice teacher must commit to spending at least the first 2
790 years in the classroom of a mentor teacher using team teaching
791 strategies identified in s. 1003.03(5)(b) and fulfilling the on-
792 the-job training component of the registered apprenticeship and
793 its associated standards.

794 (c) An apprentice teacher must do both of the following:

795 1. Complete at least 2 years in an apprenticeship before
796 being eligible to apply for a professional certificate
797 established in s. 1012.56(7)(a). Completion of the Teacher
798 Apprenticeship Program does not exempt an apprentice teacher
799 from the requirements of s. 1012.56(2)(c).

800 2. Receive related instruction as provided in s. 446.051.

801 (d) An apprentice teacher must be appointed by the district
802 school board as an education paraprofessional and must be paid
803 in accordance with s. 446.032 and rules adopted by the State
804 Board of Education.

805 (e) An apprentice teacher may change schools or districts
806 after the first year of his or her apprenticeship if the hiring
807 school or district has agreed to fund the remaining year of the
808 apprenticeship.

809 (3) A teacher who serves as a mentor in the apprenticeship
810 program shall mentor his or her apprentice teacher using team
811 teaching strategies and must, at a minimum, meet all of the
812 following requirements:

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813 (a) Have at least 5 7 years of teaching experience in this
814 state.

815 Section 15. Subsections (3) and (7) and paragraph (a) of
816 subsection (8) of section 1012.56, Florida Statutes, are amended
817 to read:

818 1012.56 Educator certification requirements.—

819 (3) MASTERY OF GENERAL KNOWLEDGE.—Acceptable means of
820 demonstrating mastery of general knowledge are:

821 (a) Achievement of passing scores on the general knowledge
822 examination required by state board rule;

823 (b) Documentation of a valid professional standard teaching
824 certificate issued by another state;

825 (c) Documentation of a valid certificate issued by the
826 National Board for Professional Teaching Standards or a national
827 educator credentialing board approved by the State Board of
828 Education;

829 (d) Documentation of two semesters of successful, full-time
830 or part-time teaching in a Florida College System institution,
831 state university, or private college or university that awards
832 an associate or higher degree and is an accredited institution
833 or an institution of higher education identified by the
834 Department of Education as having a quality program;

835 (e) Achievement of passing scores, identified in state
836 board rule, on national or international examinations that test
837 comparable content and relevant standards in verbal, analytical
838 writing, and quantitative reasoning skills, including, but not
839 limited to, the verbal, analytical writing, and quantitative
840 reasoning portions of the Graduate Record Examination. Passing
841 scores identified in state board rule must be at approximately

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842 the same level of rigor as is required to pass the general
843 knowledge examinations; ~~or~~

844 (f) Documentation of receipt of a master's or higher degree
845 from an accredited postsecondary educational institution that
846 the Department of Education has identified as having a quality
847 program resulting in a baccalaureate degree or higher; or

848 (g) Documentation of a rating of effective or highly
849 effective under s. 1012.34 in each year of the validity period
850 of the temporary certificate.

851
852 A school district that employs an individual who does not
853 achieve passing scores on any subtest of the general knowledge
854 examination must provide information regarding the availability
855 of state-level and district-level supports and instruction to
856 assist him or her in achieving a passing score. Such information
857 must include, but need not be limited to, state-level test
858 information guides, school district test preparation resources,
859 and preparation courses offered by state universities and
860 Florida College System institutions. The requirement of mastery
861 of general knowledge shall be waived for an individual who has
862 been provided 3 years of supports and instruction and who has
863 been rated effective or highly effective under s. 1012.34 for
864 each of the last 3 years.

865 (7) TYPES AND TERMS OF CERTIFICATION.—

866 (a) The Department of Education shall issue a professional
867 certificate for a period not to exceed 5 years to any applicant
868 who fulfills one of the following:

869 1. Meets all the applicable requirements outlined in
870 subsection (2).

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871 2. For a professional certificate covering grades 6 through
872 12:

873 a. Meets the applicable requirements of paragraphs (2) (a)-
874 (h).

875 b. Holds a master's or higher degree in the area of
876 science, technology, engineering, or mathematics.

877 c. Teaches a high school course in the subject of the
878 advanced degree.

879 d. Is rated highly effective as determined by the teacher's
880 performance evaluation under s. 1012.34, based in part on
881 student performance as measured by a statewide, standardized
882 assessment or an Advanced Placement, Advanced International
883 Certificate of Education, or International Baccalaureate
884 examination.

885 e. Achieves a passing score on the Florida professional
886 education competency examination required by state board rule.

887 3. Meets the applicable requirements of paragraphs (2) (a)-
888 (h) and completes a professional learning certification program
889 approved by the department pursuant to paragraph (8) (b) or an
890 educator preparation institute approved by the department
891 pursuant to s. 1004.85. An applicant who completes one of these
892 programs and is rated highly effective as determined by his or
893 her performance evaluation under s. 1012.34 is not required to
894 take or achieve a passing score on the professional education
895 competency examination in order to be awarded a professional
896 certificate.

897 (b) The department shall issue a temporary certificate to
898 any applicant who:

899 1. Completes the requirements outlined in paragraphs

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900 (2) (a)-(f) and completes the subject area content requirements
901 specified in state board rule or demonstrates mastery of subject
902 area knowledge pursuant to subsection (5) and holds an
903 accredited degree or a degree approved by the Department of
904 Education at the level required for the subject area
905 specialization in state board rule;

906 2. For a subject area specialization for which the state
907 board otherwise requires a bachelor's degree, documents 48
908 months of active-duty military service with an honorable
909 discharge or a medical separation; completes the requirements
910 outlined in paragraphs (2) (a), (b), and (d)-(f); completes the
911 subject area content requirements specified in state board rule
912 or demonstrates mastery of subject area knowledge pursuant to
913 subsection (5); and documents completion of 60 college credits
914 with a minimum cumulative grade point average of 2.5 on a 4.0
915 scale, as provided by one or more accredited institutions of
916 higher learning or a nonaccredited institution of higher
917 learning identified by the Department of Education as having a
918 quality program resulting in a bachelor's degree or higher; or

919 3. Is enrolled in a state-approved teacher preparation
920 program under s. 1004.04; is actively completing the required
921 program field experience or internship at a public school;
922 completes the requirements outlined in paragraphs (2) (a), (b),
923 and (d)-(f); completes the subject area content requirements
924 specified in state board rule or demonstrates mastery of subject
925 area knowledge pursuant to subsection (5); and documents
926 completion of 60 college credits with a minimum cumulative grade
927 point average of 2.5 on a 4.0 scale, as provided by one or more
928 accredited institutions of higher learning or a nonaccredited

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929 institution of higher learning identified by the Department of
930 Education as having a quality program resulting in a bachelor's
931 degree or higher.

932 (c) The department shall issue one nonrenewable 2-year
933 temporary certificate and one nonrenewable 5-year professional
934 certificate to a qualified applicant who holds a bachelor's
935 degree in the area of speech-language impairment to allow for
936 completion of a master's degree program in speech-language
937 impairment.

938 (d) The department shall issue a temporary apprenticeship
939 certificate to any applicant who:

940 1. Meets the requirements of paragraphs (2) (a), (b), and
941 (d)-(f).

942 2. Completes the subject area content requirements
943 specified in state board rule or demonstrates mastery of subject
944 area knowledge as provided in subsection (5).

945 (e) A person who is issued a temporary certificate under
946 paragraph (b) must be assigned a teacher mentor for a minimum of
947 2 school years after commencing employment. Each teacher mentor
948 selected by the school district, charter school, or charter
949 management organization must:

950 1. Hold a valid professional certificate issued pursuant to
951 this section;

952 2. Have earned at least 3 years of teaching experience in
953 prekindergarten through grade 12; and

954 3. Have earned an effective or highly effective rating on
955 the prior year's performance evaluation under s. 1012.34.

956 (f) 1. A temporary certificate is valid for 5 school fiscal
957 years, is limited to a one-time issuance, and is nonrenewable.

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958 2. A temporary apprenticeship certificate issued under
959 paragraph (d) is valid for 5 school years, may be issued only
960 once, and is nonrenewable.

961 (g) A school district or a consortium of school districts
962 may issue temporary certificates based on the requirements in
963 paragraph (b). School districts or a consortium of school
964 districts must report the number of such certificates issued,
965 and any additional information to the department, based on
966 reporting requirements adopted by the State Board of Education.

967
968 At least 1 year before an individual's department-issued
969 temporary certificate is set to expire, the department shall
970 electronically notify the individual of the date on which his or
971 her certificate will expire and provide a list of each method by
972 which the qualifications for a professional certificate can be
973 completed.

974 (8) PROFESSIONAL LEARNING CERTIFICATION PROGRAM.—

975 (a) The Department of Education shall develop and each
976 school district, charter school, and charter management
977 organization may provide a cohesive competency-based
978 professional learning certification program by which
979 instructional staff may satisfy the mastery of professional
980 preparation and education competence requirements specified in
981 subsection (6) and rules of the State Board of Education.
982 Participants must hold a state-issued temporary certificate. A
983 school district, charter school, or charter management
984 organization that implements the program shall provide a
985 competency-based certification program developed by the
986 Department of Education or developed by the district, charter

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987 school, or charter management organization and approved by the
988 Department of Education. These entities may collaborate with
989 other supporting agencies or educational entities for
990 implementation. The program shall include the following:

991 1. A teacher mentorship and induction component.

992 a. Each individual selected by the district, charter
993 school, or charter management organization as a mentor:

994 (I) Must hold a valid professional certificate issued
995 pursuant to this section;

996 (II) Must have earned at least 3 years of teaching
997 experience in prekindergarten through grade 12;

998 (III) Must have completed training in clinical supervision
999 and participate in ongoing mentor training provided through the
1000 coordinated system of professional learning under s. 1012.98(4);

1001 (IV) Must have earned an effective or highly effective
1002 rating on the prior year's performance evaluation; and

1003 (V) May be a peer evaluator under the district's evaluation
1004 system approved under s. 1012.34.

1005 b. The teacher mentorship and induction component must, at
1006 a minimum, provide routine opportunities for mentoring and
1007 induction activities, including ongoing professional learning as
1008 described in s. 1012.98 targeted to a teacher's needs,
1009 opportunities for a teacher to observe other teachers, co-
1010 teaching experiences, and reflection and follow-up ~~followup~~
1011 discussions. Professional learning must meet the criteria
1012 established in s. 1012.98(3). Mentorship and induction
1013 activities must be provided for an applicant's first year in the
1014 program and may be provided until the applicant attains his or
1015 her professional certificate in accordance with this section.

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1016 2. An assessment of teaching performance aligned to the
1017 district's, charter school's, or charter management
1018 organization's system for personnel evaluation under s. 1012.34
1019 which provides for:

1020 a. An initial evaluation of each educator's competencies to
1021 determine an appropriate individualized professional learning
1022 plan.

1023 b. A summative evaluation to assure successful completion
1024 of the program.

1025 3. Professional education preparation content knowledge,
1026 which must be included in the mentoring and induction activities
1027 under subparagraph 1., that includes, but is not limited to, the
1028 following:

1029 a. The state academic standards provided under s. 1003.41,
1030 including scientifically researched and evidence-based reading
1031 instructional strategies grounded in the science of reading,
1032 content literacy, and mathematical practices, for each subject
1033 identified on the temporary certificate. Reading instructional
1034 strategies for foundational skills shall include phonics
1035 instruction for decoding and encoding as the primary
1036 instructional strategy for word reading. Instructional
1037 strategies may not employ the three-cueing system model of
1038 reading or visual memory as a basis for teaching word reading.
1039 Instructional strategies may include visual information and
1040 strategies which improve background and experiential knowledge,
1041 add context, and increase oral language and vocabulary to
1042 support comprehension, but may not be used to teach word
1043 reading.

1044 b. The educator-accomplished practices approved by the

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1045 state board.

1046 4. Required achievement of passing scores on the subject
1047 area and professional education competency examination required
1048 by State Board of Education rule. Mastery of general knowledge
1049 must be demonstrated as described in subsection (3).

1050 5. Beginning with candidates entering a program in the
1051 2022-2023 school year, a candidate for certification in a
1052 coverage area identified pursuant to s. 1012.585(3)(g) ~~s.~~
1053 ~~1012.585(3)(f)~~ must successfully complete all competencies for a
1054 reading endorsement, including completion of the endorsement
1055 practicum.

1056 Section 16. Subsection (4) of section 1012.57, Florida
1057 Statutes, is amended to read:

1058 1012.57 Certification of adjunct educators.-

1059 ~~(4) Each adjunct teaching certificate is valid through the~~
1060 ~~term of the annual contract between the educator and the school~~
1061 ~~district or charter school. An additional annual certification~~
1062 ~~and an additional annual contract may be awarded by the district~~
1063 ~~or charter school at the district's or charter school's~~
1064 ~~discretion but only if the applicant is rated effective or~~
1065 ~~highly effective under s. 1012.34 during each year of teaching~~
1066 ~~under adjunct teaching certification. A school district and~~
1067 charter school may issue an adjunct teaching certificate for a
1068 part-time or full-time teaching position; however, an adjunct
1069 teaching certificate issued for a full-time teaching position is
1070 valid for no more than 5 years and is nonrenewable.

1071 Section 17. Section 1012.575, Florida Statutes, is amended
1072 to read:

1073 1012.575 Alternative preparation programs for certified

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1074 teachers to add additional coverage.—A district school board, ~~or~~
1075 an organization of private schools, ~~or~~ a consortium of charter
1076 schools with an approved professional learning system as
1077 described in s. 1012.98(7), or the Florida Institute for Charter
1078 School Innovation may design alternative teacher preparation
1079 programs to enable persons already certificated to add an
1080 additional coverage to their certificates. Each alternative
1081 teacher preparation program shall be reviewed and approved by
1082 the Department of Education to ensure ~~assure~~ that persons who
1083 complete the program are competent in the necessary areas of
1084 subject matter specialization. Two or more school districts may
1085 jointly participate in an alternative preparation program for
1086 teachers.

1087 Section 18. Paragraph (a) of subsection (2), subsections
1088 (3) and (4), and paragraph (b) of subsection (5) of section
1089 1012.585, Florida Statutes, are amended to read:

1090 1012.585 Process for renewal of professional certificates.—

1091 (2) (a) All professional certificates, except a nonrenewable
1092 professional certificate, are ~~shall be~~ renewable for successive
1093 periods not to exceed 10 ~~5~~ years after the date of submission of
1094 documentation of completion of the requirements for renewal
1095 provided in subsection (3). Only one renewal may be granted
1096 during each 5-year or 10-year validity period of a professional
1097 certificate.

1098 1. A teacher who is rated highly effective, pursuant to s.
1099 1012.34, in at least 4 years of the 5-year validity period of
1100 his or her professional certificate is eligible for a
1101 professional certificate valid for 10 years. A teacher must be
1102 issued at least one 5-year professional certificate to be

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1103 eligible for a 10-year professional certificate. A teacher who
1104 does not meet the requirement of this subparagraph is eligible
1105 to renew his or her 5-year professional certificate.

1106 2. A teacher who is rated effective or highly effective,
1107 pursuant to s. 1012.34, for the entirety of the 10-year validity
1108 period of his or her professional certificate is eligible to
1109 renew a professional certificate valid for 10 years. A teacher
1110 issued a 10-year professional certificate who does not meet the
1111 requirement of this subparagraph is eligible for a professional
1112 certificate valid for 5 years.

1113 (3) For the renewal of a professional certificate, the
1114 following requirements must be met:

1115 (a) The applicant must:

1116 1. Earn a minimum of 6 college credits or 120 inservice
1117 points or a combination thereof for a certificate valid for 5
1118 years. The district school board may reduce the requirements by
1119 1 college credit or 20 inservice points for an applicant rated
1120 highly effective, pursuant to s. 1012.34, in at least 3 of the 5
1121 years of the 5-year validity period of his or her initial
1122 professional certificate.

1123 2. Earn a minimum of 9 college credits or 180 inservice
1124 points or a combination thereof for a professional certificate
1125 valid for 10 years.

1126 (b) For each area of specialization to be retained on a
1127 certificate, the applicant must earn at least 3 of the required
1128 credit hours or equivalent inservice points in the
1129 specialization area. Education in "clinical educator" training
1130 pursuant to s. 1004.04(5)(b); participation in mentorship and
1131 induction activities, including as a mentor, pursuant to s.

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1132 1012.56(8) (a); and credits or points that provide training in
1133 the area of scientifically researched, knowledge-based reading
1134 literacy grounded in the science of reading, including explicit,
1135 systematic, and sequential approaches to reading instruction,
1136 developing phonemic awareness, and implementing multisensory
1137 intervention strategies, and computational skills acquisition,
1138 exceptional student education, normal child development, and the
1139 disorders of development may be applied toward any
1140 specialization area. Credits or points that provide training in
1141 the areas of drug abuse, child abuse and neglect, strategies in
1142 teaching students having limited proficiency in English, or
1143 dropout prevention, or training in areas identified in the
1144 educational goals and performance standards adopted pursuant to
1145 ss. 1000.03(5) and 1008.345 may be applied toward any
1146 specialization area, except specialization areas identified by
1147 State Board of Education rule that include reading instruction
1148 or intervention for any students in kindergarten through grade
1149 6. Each district school board shall include in its inservice
1150 master plan the ability for teachers to receive inservice points
1151 for supporting students in extracurricular career and technical
1152 education activities, such as career and technical student
1153 organization activities outside of regular school hours and
1154 training related to supervising students participating in a
1155 career and technical student organization. Credits or points
1156 earned through approved summer institutes may be applied toward
1157 the fulfillment of these requirements. Inservice points may also
1158 be earned by participation in professional growth components
1159 approved by the State Board of Education and specified pursuant
1160 to s. 1012.98 in the district's approved master plan for

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1161 inservice educational training; however, such points may not be
1162 used to satisfy the specialization requirements of this
1163 paragraph.

1164 (c)~~(b)~~ In lieu of college course credit or inservice
1165 points, the applicant may renew a subject area specialization by
1166 passage of a state board approved Florida-developed subject area
1167 examination or, if a Florida subject area examination has not
1168 been developed, a standardized examination specified in state
1169 board rule.

1170 (d)~~(e)~~ If an applicant wishes to retain more than two
1171 specialization areas on the certificate, the applicant must
1172 ~~shall~~ be permitted two successive validity periods for renewal
1173 of all specialization areas, but must earn no fewer than 6
1174 college course credit hours or the equivalent inservice points
1175 in any one validity period. If an applicant with an initial
1176 professional certificate qualifies for reduced requirements
1177 under paragraph (a), he or she must earn no fewer than 5 college
1178 course credit hours or 100 inservice points in any one validity
1179 period.

1180 (e)~~(d)~~ The State Board of Education shall adopt rules for
1181 the expanded use of training for renewal of the professional
1182 certificate for educators who are required to complete training
1183 in teaching students of limited English proficiency or students
1184 with disabilities and training in the teaching of reading as
1185 follows:

1186 1. A teacher who holds a professional certificate may use
1187 college credits or inservice points earned through training in
1188 teaching students of limited English proficiency or students
1189 with disabilities and training in the teaching of reading in

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1190 excess of 6 semester hours during one certificate-validity
1191 period toward renewal of the professional certificate during the
1192 subsequent validity periods.

1193 2. A teacher who holds a temporary certificate may use
1194 college credits or inservice points earned through training in
1195 teaching students of limited English proficiency or students
1196 with disabilities and training in the teaching of reading toward
1197 renewal of the teacher's first professional certificate. Such
1198 training must not have been included within the degree program,
1199 and the teacher's temporary and professional certificates must
1200 be issued for consecutive school years.

1201 (f)~~(e)~~ Beginning July 1, 2014, an applicant for renewal of
1202 a professional certificate must earn a minimum of one college
1203 credit or the equivalent inservice points in the area of
1204 instruction for teaching students with disabilities. The
1205 requirement in this paragraph may not add to the total hours
1206 required by the department for continuing education or inservice
1207 training.

1208 (g)~~(f)~~ An applicant for renewal of a professional
1209 certificate in any area of certification identified by State
1210 Board of Education rule that includes reading instruction or
1211 intervention for any students in kindergarten through grade 6,
1212 with a beginning validity date of July 1, 2020, or thereafter,
1213 must earn a minimum of 2 college credits or the equivalent
1214 inservice points in evidence-based instruction and interventions
1215 grounded in the science of reading specifically designed for
1216 students with characteristics of dyslexia, including the use of
1217 explicit, systematic, and sequential approaches to reading
1218 instruction, developing phonological and phonemic awareness,

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1219 decoding, and implementing multisensory intervention strategies.
1220 Such training must be provided by teacher preparation programs
1221 under s. 1004.04 or s. 1004.85 or approved school district
1222 professional development systems under s. 1012.98. The
1223 requirements in this paragraph may not add to the total hours
1224 required by the department for continuing education or inservice
1225 training.

1226 (h)~~(g)~~ An applicant for renewal of a professional
1227 certificate in educational leadership from a Level I program
1228 under s. 1012.562(2) or Level II program under s. 1012.562(3),
1229 with a beginning validity date of July 1, 2025, or thereafter,
1230 must earn a minimum of 1 college credit or 20 inservice points
1231 in Florida's educational leadership standards, as established in
1232 rule by the State Board of Education. The requirement in this
1233 paragraph may not add to the total hours required by the
1234 department for continuing education or inservice training.

1235 (i)~~(h)~~ A teacher may earn inservice points only once during
1236 each 5-year validity period for any mandatory training topic
1237 that is not linked to student learning or professional growth.

1238 (4) (a) When any person who holds a valid temporary
1239 certificate or professional certificate is called into or
1240 volunteers for actual wartime service or required peacetime
1241 military service training, the certificate shall be renewed for
1242 a period of time equal to the time spent in military service if
1243 the person makes proper application and presents substantiating
1244 evidence to the department or the employing school district
1245 regarding such military service.

1246 (b) A teacher who has taught in a private school during the
1247 5-year validity period of his or her professional certificate

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1248 and is subsequently reemployed to teach in a school district may
1249 extend the expiration date of the certificate for a duration
1250 equivalent to the number of years taught at a private school, up
1251 to a maximum of 3 years. This extension is granted in order for
1252 the teacher to submit documentation for his or her completion of
1253 the requirements outlined in subsection (3). The teacher must
1254 submit documentation of employment in a school district or in a
1255 private school in a format determined by the department.

1256 (5) The State Board of Education shall adopt rules to allow
1257 the reinstatement of expired professional certificates. The
1258 department may reinstate an expired professional certificate if
1259 the certificateholder:

1260 (b) Documents completion of 6 college credits during the 5
1261 years immediately preceding reinstatement of the expired
1262 certificate, completion of 120 inservice points, or a
1263 combination thereof, in an area specified in paragraph (3) (b)
1264 ~~(3) (a)~~ to include the credit required under paragraph (3) (f)
1265 ~~(3) (e)~~.

1266
1267 The requirements of this subsection may not be satisfied by
1268 subject area examinations or college credits completed for
1269 issuance of the certificate that has expired.

1270 Section 19. Section 1012.72, Florida Statutes, is repealed.

1271 Section 20. Paragraph (b) of subsection (5) and subsection
1272 (7) of section 1012.98, Florida Statutes, are amended to read:

1273 1012.98 School Community Professional Learning Act.—

1274 (5) The Department of Education, school districts, schools,
1275 Florida College System institutions, and state universities
1276 share the responsibilities described in this section. These

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1277 responsibilities include the following:

1278 (b) Each school district shall develop a professional
1279 learning system as specified in subsection (4). The system shall
1280 be developed in consultation with teachers, teacher-educators of
1281 Florida College System institutions and state universities,
1282 business and community representatives, and local education
1283 foundations, consortia, and professional organizations. The
1284 professional learning system must:

1285 1. Be reviewed and approved by the department for
1286 compliance with s. 1003.42(3) and this section. Effective March
1287 1, 2024, the department shall establish a calendar for the
1288 review and approval of all professional learning systems. A
1289 professional learning system must be reviewed and approved every
1290 5 years. Any substantial revisions to the system must ~~shall~~ be
1291 submitted to the department for review and approval. The
1292 department shall establish a format for the review and approval
1293 of a professional learning system.

1294 2. Be based on analyses of student achievement data and
1295 instructional strategies and methods that support rigorous,
1296 relevant, and challenging curricula for all students. Schools
1297 and districts, in developing and refining the professional
1298 learning system, shall also review and monitor school discipline
1299 data; school environment surveys; assessments of parental
1300 satisfaction; performance appraisal data of teachers, managers,
1301 and administrative personnel; and other performance indicators
1302 to identify school and student needs that can be met by improved
1303 professional performance.

1304 3. Provide inservice activities coupled with follow-up
1305 ~~followup~~ support appropriate to accomplish district-level and

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1306 school-level improvement goals and standards. The inservice
1307 activities for instructional and school administrative personnel
1308 shall focus on analysis of student achievement data, ongoing
1309 formal and informal assessments of student achievement,
1310 identification and use of enhanced and differentiated
1311 instructional strategies that emphasize rigor, relevance, and
1312 reading in the content areas, enhancement of subject content
1313 expertise, integrated use of classroom technology that enhances
1314 teaching and learning, classroom management, parent involvement,
1315 and school safety.

1316 4. Provide inservice activities and support targeted to the
1317 individual needs of new teachers participating in the
1318 professional learning certification and education competency
1319 program under s. 1012.56(8)(a).

1320 5. Include a professional learning catalog for inservice
1321 activities, pursuant to rules of the State Board of Education,
1322 for all district employees from all fund sources. The catalog
1323 must ~~shall~~ be updated annually by September 1, must be based on
1324 input from teachers and district and school instructional
1325 leaders, and must use the latest available student achievement
1326 data and research to enhance rigor and relevance in the
1327 classroom. Each district inservice catalog must be aligned to
1328 and support the school-based inservice catalog and school
1329 improvement plans pursuant to s. 1001.42(18). Each district
1330 inservice catalog must provide a description of the training
1331 that middle grades instructional personnel and school
1332 administrators receive on the district's code of student conduct
1333 adopted pursuant to s. 1006.07; integrated digital instruction
1334 and competency-based instruction and CAPE Digital Tool

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1335 certificates and CAPE industry certifications; classroom
1336 management; student behavior and interaction; extended learning
1337 opportunities for students; and instructional leadership.

1338 District plans must be approved by the district school board
1339 annually in order to ensure compliance with subsection (1) and
1340 to allow for dissemination of research-based best practices to
1341 other districts. District school boards shall ~~must~~ submit
1342 verification of their approval to the Commissioner of Education
1343 no later than October 1, annually. Each school principal may
1344 establish and maintain an individual professional learning plan
1345 for each instructional employee assigned to the school as a
1346 seamless component to the school improvement plans developed
1347 pursuant to s. 1001.42(18). An individual professional learning
1348 plan must be related to specific performance data for the
1349 students to whom the teacher is assigned, define the inservice
1350 objectives and specific measurable improvements expected in
1351 student performance as a result of the inservice activity, and
1352 include an evaluation component that determines the
1353 effectiveness of the professional learning plan.

1354 6. Include inservice activities for school administrative
1355 personnel, aligned to the state's educational leadership
1356 standards, which ~~that~~ address updated skills necessary for
1357 instructional leadership and effective school management
1358 pursuant to s. 1012.986.

1359 7. Provide for systematic consultation with regional and
1360 state personnel designated to provide technical assistance and
1361 evaluation of local professional learning programs.

1362 8. Provide for delivery of professional learning by
1363 distance learning and other technology-based delivery systems to

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1364 reach more educators at lower costs.

1365 9. Provide for the continuous evaluation of the quality and
1366 effectiveness of professional learning programs in order to
1367 eliminate ineffective programs and strategies and to expand
1368 effective ones. Evaluations must consider the impact of such
1369 activities on the performance of participating educators and
1370 their students' achievement and behavior.

1371 10. For all grades, emphasize:

1372 a. Interdisciplinary planning, collaboration, and
1373 instruction.

1374 b. Alignment of curriculum and instructional materials to
1375 the state academic standards adopted pursuant to s. 1003.41.

1376 c. Use of small learning communities; problem-solving,
1377 inquiry-driven research and analytical approaches for students;
1378 strategies and tools based on student needs; competency-based
1379 instruction; integrated digital instruction; and project-based
1380 instruction.

1381
1382 Each school that includes any of grades 6, 7, or 8 shall ~~must~~
1383 include in its school improvement plan, required under s.
1384 1001.42(18), a description of the specific strategies used by
1385 the school to implement each item listed in this subparagraph.

1386 11. Provide training to reading coaches, classroom
1387 teachers, and school administrators in effective methods of
1388 identifying characteristics of conditions such as dyslexia and
1389 other causes of diminished phonological processing skills;
1390 incorporating instructional techniques into the general
1391 education setting which are proven to improve reading
1392 performance for all students; and using predictive and other

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1393 data to make instructional decisions based on individual student
1394 needs. The training must help teachers integrate phonemic
1395 awareness; phonics, word study, and spelling; reading fluency;
1396 vocabulary, including academic vocabulary; and text
1397 comprehension strategies into an explicit, systematic, and
1398 sequential approach to reading instruction, including
1399 multisensory intervention strategies. Such training for teaching
1400 foundational skills must ~~shall~~ be based on the science of
1401 reading and include phonics instruction for decoding and
1402 encoding as the primary instructional strategy for word reading.
1403 Instructional strategies included in the training may not employ
1404 the three-cueing system model of reading or visual memory as a
1405 basis for teaching word reading. Such instructional strategies
1406 may include visual information and strategies which improve
1407 background and experiential knowledge, add context, and increase
1408 oral language and vocabulary to support comprehension, but may
1409 not be used to teach word reading. Each district must provide
1410 all elementary grades instructional personnel access to training
1411 sufficient to meet the requirements of s. 1012.585(3)(g) ~~or~~
1412 ~~1012.585(3)(f)~~.

1413 (7) An organization of private schools or consortium of
1414 charter schools which has no fewer than 10 member schools in
1415 this state, which publishes and files with the Department of
1416 Education copies of its standards, and the member schools of
1417 which comply with the provisions of part II of chapter 1003,
1418 relating to compulsory school attendance; ~~or~~ or a public or
1419 private college or university with a teacher preparation program
1420 approved pursuant to s. 1004.04; or the Florida Institute for
1421 Charter School Innovation, may also develop a professional

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1422 learning system that includes a professional learning catalog
1423 for inservice activities. The system and inservice catalog must
1424 be submitted to the commissioner for approval pursuant to state
1425 board rules.

1426 Section 21. Paragraph (c) of subsection (2) and paragraph
1427 (b) of subsection (5) of section 1004.04, Florida Statutes, are
1428 amended to read:

1429 1004.04 Public accountability and state approval for
1430 teacher preparation programs.—

1431 (2) UNIFORM CORE CURRICULA AND CANDIDATE ASSESSMENT.—

1432 (c) Each candidate must receive instruction and be assessed
1433 on the uniform core curricula in the candidate's area or areas
1434 of program concentration during course work and field
1435 experiences. Beginning with candidates entering a teacher
1436 preparation program in the 2022-2023 school year, a candidate
1437 for certification in a coverage area identified pursuant to s.
1438 1012.585(3)(g) ~~s. 1012.585(3)(f)~~ must successfully complete all
1439 competencies for a reading endorsement, including completion of
1440 the endorsement practicum through the candidate's field
1441 experience under subsection (5), in order to graduate from the
1442 program.

1443 (5) PRESERVICE FIELD EXPERIENCE.—All postsecondary
1444 instructors, school district personnel and instructional
1445 personnel, and school sites preparing instructional personnel
1446 through preservice field experience courses and internships
1447 shall meet special requirements. District school boards may pay
1448 student teachers during their internships.

1449 (b)1. All school district personnel and instructional
1450 personnel who supervise or direct teacher preparation students

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1451 during field experience courses or internships taking place in
1452 this state in which candidates demonstrate an impact on student
1453 learning growth must have:

1454 a. Evidence of "clinical educator" training;

1455 b. A valid professional certificate issued pursuant to s.
1456 1012.56;

1457 c. At least 3 years of teaching experience in
1458 prekindergarten through grade 12;

1459 d. Earned an effective or highly effective rating on the
1460 prior year's performance evaluation under s. 1012.34 or be a
1461 peer evaluator under the district's evaluation system approved
1462 under s. 1012.34; and

1463 e. Beginning with the 2022-2023 school year, for all such
1464 personnel who supervise or direct teacher preparation students
1465 during internships in kindergarten through grade 3 or who are
1466 enrolled in a teacher preparation program for a certificate area
1467 identified pursuant to s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~, a
1468 certificate or endorsement in reading.

1469

1470 The State Board of Education shall approve the training
1471 requirements.

1472 2. All instructional personnel who supervise or direct
1473 teacher preparation students during field experience courses or
1474 internships in another state, in which a candidate demonstrates
1475 his or her impact on student learning growth, through a Florida
1476 online or distance program must have received "clinical
1477 educator" training or its equivalent in that state, hold a valid
1478 professional certificate issued by the state in which the field
1479 experience takes place, and have at least 3 years of teaching

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1480 experience in prekindergarten through grade 12.

1481 3. All instructional personnel who supervise or direct
1482 teacher preparation students during field experience courses or
1483 internships, in which a candidate demonstrates his or her impact
1484 on student learning growth, on a United States military base in
1485 another country through a Florida online or distance program
1486 must have received "clinical educator" training or its
1487 equivalent, hold a valid professional certificate issued by the
1488 United States Department of Defense or a state or territory of
1489 the United States, and have at least 3 years teaching experience
1490 in prekindergarten through grade 12.

1491 Section 22. Paragraph (b) of subsection (3) of section
1492 1004.85, Florida Statutes, is amended to read:

1493 1004.85 Postsecondary educator preparation institutes.—

1494 (3) Educator preparation institutes approved pursuant to
1495 this section may offer competency-based certification programs
1496 specifically designed for noneducation major baccalaureate
1497 degree holders to enable program participants to meet the
1498 educator certification requirements of s. 1012.56. An educator
1499 preparation institute choosing to offer a competency-based
1500 certification program pursuant to the provisions of this section
1501 must implement a program developed by the institute and approved
1502 by the department for this purpose. Approved programs shall be
1503 available for use by other approved educator preparation
1504 institutes.

1505 (b) Each program participant must:

1506 1. Meet certification requirements pursuant to s.
1507 1012.56(1) by obtaining a statement of status of eligibility in
1508 the certification subject area of the educational plan and meet

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1509 the requirements of s. 1012.56(2)(a)-(f).

1510 2. Demonstrate competency and participate in field
1511 experiences that are appropriate to his or her educational plan
1512 prepared under paragraph (a). Beginning with candidates entering
1513 an educator preparation institute in the 2022-2023 school year,
1514 a candidate for certification in a coverage area identified
1515 pursuant to s. 1012.585(3)(g) ~~s. 1012.585(3)(f)~~ must
1516 successfully complete all competencies for a reading
1517 endorsement, including completion of the endorsement practicum
1518 through the candidate's field experience, in order to graduate
1519 from the program.

1520 3. Before completion of the program, fully demonstrate his
1521 or her ability to teach the subject area for which he or she is
1522 seeking certification by documenting a positive impact on
1523 student learning growth in a prekindergarten through grade 12
1524 setting and, except as provided in s. 1012.56(7)(a)3., achieving
1525 a passing score on the professional education competency
1526 examination, the basic skills examination, and the subject area
1527 examination for the subject area certification which is required
1528 by state board rule.

1529 Section 23. Paragraph (b) of subsection (2) of section
1530 1012.586, Florida Statutes, is amended to read:

1531 1012.586 Additions or changes to certificates; duplicate
1532 certificates; reading endorsement pathways.—

1533 (2)

1534 (b) As part of adopting a pathway pursuant to paragraph
1535 (a), the department shall review the competencies for the
1536 reading endorsement and subject area examinations for educator
1537 certificates identified pursuant to s. 1012.585(3)(g) ~~s.~~

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1538 ~~1012.585(3)(f)~~ for alignment with evidence-based instructional
1539 and intervention strategies rooted in the science of reading and
1540 identified pursuant to s. 1001.215(7) and recommend changes to
1541 the State Board of Education. Recommended changes must address
1542 identification of the characteristics of conditions such as
1543 dyslexia, implementation of evidence-based classroom instruction
1544 and interventions, including evidence-based reading instruction
1545 and interventions specifically for students with characteristics
1546 of dyslexia, and effective progress monitoring. By July 1, 2023,
1547 each school district reading endorsement add-on program must be
1548 resubmitted for approval by the department consistent with this
1549 paragraph.

1550 Section 24. This act shall take effect July 1, 2024.